



Юқорида номлари зикр этилган олимларнинг илмий хулосаларидан шу нарсга маълум бўлдики, Қуръон ва ҳадис араб ҳуқуқий терминологиясининг шаклланишида асосий омил бўлиб хизмат қилган илк ва муҳим манбалардир. Уларда биринчи маротаба қўлланилган ҳуқуқий терминлар, хусусан, жиноят ҳуқуқи терминлари бугунги кунда қатор араб давлатларининг ҳуқуқий лексик бойлиги ҳисобланади ҳамда ҳуқуқшуносликда фаол қўлланилади.

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University English Curriculum Design in the New Situation

Abstract: At present, Uzbekistan is at a initial stage of development and reform, and universities are more concerned about university English education due to its talent development strategy and social needs. The university English curriculum has made periodical achievements in the past 10 years of reforms, but there are also some problems, such as curriculum content is monotony, curriculum classifications are similar, teaching objectives are not clear, and the form of courses evaluation is single, teaching method is outdated. To solve these problems, the researcher puts forward the following suggestions according to needs analysis theory, and make a research to non-English majors, the curriculum of university English must be based on the development of students' English proficiency, the teaching content should reflect the characteristics of majors, teachers need to update their teaching concepts, innovate teaching methods, combine classroom teaching with the second class learning. establish a scientific curriculum evaluation system and strengthen the promotion role of formative evaluation. Therefore, learners' needs should be integrated to make a purposeful adjustments to the university English curriculum.

Keywords and expressions: university English education; English curriculum; non-English majors; needs analysis

Аннотация. Хозирги кунда Ўзбекистон олий ўқув юртлари ривожланиши ва таълим ислохотларининг дастлабки босқичида турибди ва ижтимоий эҳтиёжларни ривожлантириши стратегиясига мувофиқ университетларда инглиз тилини ўқитишга кўпроқ эътибор қаратилмоқда. Сўнгги 10 йил давомида амалга оширилган ислохотлар натижасида олий ўқув юртлари инглиз тилини ўқитишда бир қатор даврий ютуқларга эришди, аммо ўқув дастурларининг мазмуни бир хиллиги, ўқув дастурларининг такрорланиши, ўқитишнинг эскирган усули билан боғлиқ муаммолар мавжуд. Ушбу муаммоларни ҳал қилиш учун тадқиқотчи эҳтиёжларни таҳлил қилиш назариясига мувофиқ ўзининг таклифларни киритади ва мазкур мавзуларда тадқиқотлар олиб боради. Жумладан, олий таълимда инглиз тили ўқув дастури талабалар орасида инглиз тилини билиш даражасини оширишга, ўқитувчилар ўзларининг тушунчаларини янгилашга, ўқитиш усулларини такомиллаштиришга, синфдаги дарсларни бошқа ўқитиш турлари билан уйғунлаштиришга асосланиш керак. Шунингдек, тўғри баҳолаш тизимини яратиш, баҳолашнинг рағбатлантирувчи ролини кучайтириш керак. Шундай қилиб, олий таълимда инглиз тили ўқув дастурини мақсадга мувофиқ равишда созлаш учун талабалар эҳтиёжларини бирлаштириш керак.



Таянч сўз ва иборалар: олий ўқув юртларида инглиз тилини ўқитиш; инглиз тилини ўқитишга мўлжалланган ўқув режа; инглиз тилига алоқадор бўлмаган мутахассисликлар; эҳтиёж таҳлили.

Аннотация. В настоящее время Узбекистан находится на начальном этапе развития и реформирования, и высшие учебные заведения больше всего заботятся об обучении английскому языку, согласно стратегии развития талантов и социальных потребностей. За последние 10 лет проводимых реформ университетская учебная программа по обучению английскому языку достигала периодических успехов, но все же имеются некоторые проблемы, связанные с однообразностью в содержании учебной программы, повторяемостью учебных программ, неточностью преподавания, банальностью оценивания освоения программы, устаревшим методом обучения. Чтобы решить эти проблемы, исследователь выдвигает следующие предложения в соответствии с теорией анализа потребностей и проводит исследование по предметам, не относящимся к английскому языку. Учебный план английского языка высших учебных заведений должен основываться на повышение уровня владения английским языком среди студентов, преподаватели должны обновлять свои концепции преподавания, совершенствовать методы преподавания, сочетать преподавание в классе с другими видами обучения. Следует создать правильную систему оценивания, а также усилить стимулирующую роль оценивания. Таким образом, потребности учащихся должны быть интегрированы для целенаправленной корректировки учебной программы английского языка в высших учебных заведениях.

Опорные слова и выражения: обучение английскому языку в высших учебных заведениях; учебный план по обучению английскому языку; специальности, не связанный с английским языком; анализ потребностей.

In the 21st century, global economic integration is developing day by day. The links and communication between countries in the world are getting closer and closer. Uzbek's international exchanges and economic activities are becoming more frequent. The country urgently needs a large number of complex and innovative talents who are both proficient in economics, management, and good at foreign languages. The new situation requires university graduates not only have the professional ability to master the knowledge of international economic, trade and foreign economic activities, but also have English comprehensive ability to complete the above jobs, especially the ability of listening and speaking, because English is a tool for people around the world to communicate.

As far as university English teaching is concerned, the problem we are facing is how to create the courses of high quality that catch students' interest and beneficial for them so as to better meet the needs of university students to receive high quality and diversified English teaching, and better adapt to the requirements for talent training in economic and social development. Courses are the main object and basis for teachers to teach and students to learn. In addition, the curriculum embodies the training objectives of education, reflects the value orientation of the educators, and the requirements of social development for the



people. Whether the curriculum is reasonable, the regulations are correct, and the content is appropriate, which are directly related to the quality of university teaching and the success or failure of university education. Therefore, the curriculum setting is the core issue of university education. Solving the curriculum problem is not only the core of university education, but also the precondition for university to teach. Without a scientific curriculum and curriculum structure, there will not be scientific teaching, which will not only directly affect the quality of student learning, but also ultimately affect the development of the country and modernization.

I. The main problems in the current university English curriculum in Uzbekistan

The university English curriculum is a systematic project that is undertaken by English teachers of each university, teaching object is non-English major undergraduate. It is also a systematic project that integrates English curriculum objectives, English curriculum content, English curriculum implementation and English curriculum evaluation, and it involves the national education policies, guidelines, university education concepts, social needs, classroom practice and evaluation of teachers and students. In Uzbekistan, university English course is an important basic course for undergraduates. The English course is based on the theory of foreign language teaching, and its main content includes English language knowledge and application skills, learning strategies and intercultural communication, etc. It is a teaching system integrating various teaching modes and teaching methods.

First, curriculum content is monotony, curriculum classifications are similar. In Uzbekistan, non-English majors are basically taking textbooks and reading as the center during the three-year period of English study. The output skills training is seriously inadequate, which greatly affects students' practical application of English, especially affects the improvement and breakthrough of speaking and writing skills. As today's society demands face-to-face communication, listening and speaking skills have become the primary standard for measuring a person's English proficiency. General linguistics tells us that the most important function of language is communication, and that spoken language is first important, and that words are second important, but the traditional foreign language ignore this function. In addition, English curriculum setting emphasizes the classroom teaching, ignoring the second classroom teaching, and many students do not often participate in the second classroom activities. The second classroom activities refer to the organized extracurricular activities that are conducive to the overall development of students. Many university in Uzbekistan pay no attention to the extracurricular activities, and students have no opportunity to participate in the extracurricular activities. At the same time, the university English courses do not reflect the characteristics of the universities. Most of the course types are traditional comprehensive English teaching, and the course content is very simple. In Uzbekistan, there are universities specialized in economic, textile industry, law, chemistry, gas and oil ,etc., and these professional universities have similar English content for students, which do not reflect professional



characteristics and university characteristics, and what they are learning are not relevant to their future work.

Second, the teaching objectives of university English curriculum setting and the curriculum structure are not clear. The goal of university English teaching is to develop students' comprehensive English application ability, especially the ability of listening and speaking, so that they can effectively communicate in English in future study, work and social interaction. The goal of the course the reference coefficient. Refining these ability goals is only a general explanation. This will inevitably lead to unclear goals and generalization of course content. Some scholars have criticized "these goals are more general and ambiguous: what kind of learning students should learn in the future? What kind of work they will choose? What kind of communication they will use? and there is no clear definition about these problems"¹. The universities lack concrete curriculum goals, which makes teachers have more chances to teach, however, as a course implementer, they often feel confused in facing these vague goals. They cannot fully understand the ambiguous goals, and they also do not fully understand the actual needs of the students. Therefore, it is only possible to rely on personal experience and judgment to implement the teaching, which may result in their teaching content is not relevant to teaching objectives. The management of university English teaching is not standardized, there is no unified planning and unified requirements, most of the teachers are independent and individual. Moreover, since most of the teachers who teach the course are not professional teachers who do not understand the rules of language learning and English teaching methods, it is difficult for students to develop English communication skills.

Third, the form of evaluation of university English courses is single, and most universities only pay attention to summative evaluation. In the actual teaching, the evaluation of university English courses is too singular. Many universities do not emphasize process evaluation, and only pay attention to summative evaluation. In Uzbekistan, university English teaching only requires students to pass the mid-term and final exams, and there is a tendency to exam-oriented education. In the usual learning process of the students, the teachers rarely design targeted learning tasks, most of which are based on textbooks and learning materials, and they do not apply procedural evaluations to specific teaching.

Fourth, most English teachers who teach English in universities can not update their educational concepts in a timely manner, and their teaching philosophy is backward. Universities should make full use of multimedia and network technologies, adopt new teaching modes, so that English teaching and learning will not be restricted to time and place to a certain extent. Some universities have increased their investment and construction of information network platforms and

¹ Cai Jigang, University English Curriculum Setting, 2012, Foreign Language Teaching and Researching, (4), 42-46.



network laboratories, and opened online English classes for students, in order to change the original single-teaching mode based on teachers and make full use of modern information technology. However, the reality is that, due to the large gap between the new teaching mode and the traditional teaching mode, many teachers have not changed the teaching concept, such as changing the "teacher-centeredness" to "learner-centeredness"; from "Skills output" to "skills input". Besides, lacking of necessary modern information technology training for teachers, resulting in network teaching is not implemented, and the advantages of English teaching based on modern information technology are not realized. In the information age of the 21st century, students are eager to try this modern technology to bring them convenience, efficiency and autonomy in learning, but if there are only hardware, no teacher-oriented guidance, no development of connotative design, students' learning enthusiasm will be reduced, and they will always be tired of coping with exams and various checks.

In summary, we can easily see that the university English curriculum is still facing many difficulties and challenges. The university English curriculum can not meet the actual needs of students in terms of target orientation, content implementation, and evaluation methods. University English curriculum has been reformed many times, whether it is to pay attention to reading and writing or to pay attention to listening and speaking, students never achieved significant improvement.

On the other hand, the university English course does not meet the students' desire to improve their English, some students think that their English ability has not been improved compared to high school. Why is this disconnection happening? On the one hand, because the teaching management departments of various institutions often stand in the process of participating in, planning, and setting up university English courses from the top-down perspective, they neglected the students' actual demands and actual needs when they have implemented the policy documents designed by the Ministry of Education. On the other hand, due to the lack of targeted school-based research and scientific basis, resulting in the monotonous form and low efficiency of university English courses. So how universities start their school-based researches?

What should be done to meet the learner-centered needs? What kind of needs do learners have for universities English courses? In view of these, how to scientifically and reasonably set the universities English course from the perspective of learners' needs is an urgent problem to be solved.

II. Analyzing the factors affecting university English curriculum setting

In view of the fact that graduates may use English in their future work and social interactions, the reform of university English teaching is even more urgent. Therefore, it is necessary to make appropriate settings for the development of English courses in universities according to the teaching requirements for university English course. To optimize the setting of English courses in universities, we must first consider the "teaching nature and goals" of university English.



The nature and objectives of teaching. University English teaching is an integral part of high education, and English is a compulsory basic course for university students. University English is based on English language knowledge and application skills, learning strategies and intercultural communication. It is guided by foreign language teaching theory and integrates various teaching modes and teaching methods into one. The goal of university English is to develop students' comprehensive English application skills, especially their listening and speaking skills, so that they can communicate effectively in verbal and written information in their future work and social interactions, enhancing their the ability of autonomic learning, and improving comprehensive cultural literacy to meet the needs of social development and international exchanges . Undoubtedly, the above-mentioned the nature and teaching objectives of university English are the fundamental principles guiding the setting of university English courses.

Teaching requirements. According to the requirements, university English teaching should be implemented based on the principles of the classification and teaching students in accordance with their aptitude so as to adapt to the actual needs of personalized teaching. For example, Samarkand State University is a multidisciplinary university with focus on economics and management, industrial, cultural, legal, etc. The English level of students is different when entering the university. The overall teaching obviously cannot guarantee the actual needs of students' individualized learning. Therefore, they can only be classified and guided according to different teaching requirements. Reflected in the university English curriculum, it is necessary to set the corresponding curriculum for the ability requirements of different levels of students. According to the requirements, the English teaching requirements at the university level are divided into three levels, namely general requirements, high requirements and higher requirements. These three requirements include English language knowledge, applied skills, learning strategies and cross-cultural communication, and reflect the objectives of English teaching in a qualitative and quantitative way. Universities should stipulate that the students of foreign-related majors must meet the criteria of "higher requirements" when they graduate. Although the English level of non-foreign-related students is different when they enter the university, they should meet the "high" standard when they graduate. Other majors include students who specialize in art, advertising design, music, industrial design, gardening, sports, etc., and their requirements are appropriately reduced to meet the "general requirements."

Teaching resources. "Teaching resources" are also an important factor influencing the curriculum. It is conceivable that if there is no high-quality faculty and corresponding supporting software and hardware equipment, even the best plan can only be a blank check that cannot be cashed. The university English course is not only a basic language course, but also a quality education course that broadens knowledge and understands world culture. Therefore, when setting up university English courses, we should fully consider the cultivation of students' cultural quality and the teaching



of international cultural knowledge. The cultivation of high-quality talents is inseparable from the high-quality teaching staff.

Teaching mode. All universities should make full use of multimedia and network technologies, and adopt a new teaching model to improve the single classroom teaching model that was originally taught by teachers. In the setting of university English courses, courses on the use of computer teaching should include counseling courses and students' self-learning courses through computers. The use of multimedia teaching in university English classrooms has been implemented in some universities in Uzbekistan. This new teaching mode, which combines the characteristics of classroom teaching and student machine science, provides a new curriculum for university English curriculum.

III. Research on learner's needs analysis and foreign language curriculum setting

The curriculum is not a simple superposition of course types, but a dynamic circulation system consisting of course objectives, course content, course implementation and course evaluation. Nunan divides the process of curriculum setting into the following stages: analyzing learner needs, determining teaching objectives, selecting teaching content hierarchically, making appropriate teaching arrangements, selecting, adapting or writing teaching materials, classifying students, designing learning tasks and assessment methods. It can be seen that analyzing the needs of learners is the first step of the curriculum and the starting point of a series of teaching activities.

One of the classics of applying learner needs analysis to foreign language curriculum design is the advocacy designed by Hutchinson and Waters in the 1980s, they emphasized the study of students' needs through introspection, interviews, observations, and questionnaires. Which has become an important part of designing foreign language curriculum. Hutchinson and Waters define the concept of "needs"¹: necessities, that is, the learner must know in the target situation to ensure the validity of the language function; lacks, only the knowledge that the learner must know is not enough, but also know that the knowledge that learner has already learned, and the lacks refers to the gap between the knowledge that learner must learn and the knowledge that learner has learned; wants means the inner needs of learners in language teaching or curriculum; learning strategies, Hutchinson think that two learning strategies should be known, one is the language learning strategies used by learners, the second is the teacher's interpretation of the learning strategy; constraints refer to the factors related to learning situation needed considering in the decision-making part of the demand analysis; the language audit is a large-scale questionnaire survey conducted by the institution, organization or country level, providing references to language teaching policy.

¹ Hutchinson, T. and Waters, A., English for Special Purpose: A learning-centered approach, 1987, Cambridge: Cambridge University Press, 48.



As the demand analysis continued to deepen, demand analysis models continued to develop and innovate gradually, Western researchers have constructed corresponding demand analysis models: 1) type1 is Munby's¹ Target Situation Analysis model, and it is mainly aimed at the analysis of language requirements of students in the future target occupation or academic situation. 2) All wright's¹ Present Situation Analysis, it refers to the gap of the knowledge that learners have known and the knowledge that needed in the language environment, and how to conduct targeted training. 3) the model designed by Hutchinson & Waters, dividing demand into learning needs and target needs. The former refers to the learners need to do in order to obtain the language ability and communicative ability under the target situation; the latter refers to what the learner needs to do under the target situation, including necessities, lacks and wants. 4) the model designed by DudleyEvans&St JohnModel², is the most comprehensive needs analysis model, including students' professional information, learners' personal information, and so on. Studies have shown that learners' needs analysis has become the primary part and the main methodological basis for curriculum design. It is not difficult to see that the importance of demand analysis in the field of foreign language teaching is equivalent to the doctor's diagnosis before the patient prescribes, which can establish a meaningful connection between learners and curriculum, make curriculum to adapt different countries, different levels and different target groups. The most important is that needs analysis can provide an empirical basis for formulating foreign language education policies and setting up foreign language courses.

It can be seen from the above analysis that combines the foreign language curriculum design and provides us with reference, but it can not meet the foreign language needs of the learners under different social learning environments and different social backgrounds. In the process of the formulation and implementation of the English curriculum reform program, researchers and government management departments emphasize the work from the school and the teacher level from a macro perspective, formulate teaching objectives and improve teaching methods in a top-down manner, and neglect the needs of university students, and the course effect has not been solved ,which leads to the inefficiency of university students' English learning.

According to the theory of demand analysis, the author takes the undergraduate students of the Samarkand State University as the research object, and randomly selects 130 non-English majors from the first grade to third grade to conduct a curriculum demand questionnaire. These students major in literature, sociology, Law, economics, etc. The survey content mainly focuses on the following four aspects.

First, courses objectives refer to the expectations of learning outcomes that should be achieved after the end of a course, it also means students' learning

¹ Munby,J., Communicative Syllabus Design, 1987, Cambridge: CUP, 106

² Dudley, Evans, T. and M, St John, Development in English for Specific Purposes: A Multi-disciplinary Approach, 1998,Cambridge: CUP, 35-39



objectives and personal wishes. The research finds that English learning objectives are various, learning needs are ordered from most to least: in order to “master a foreign language”、“daily communication in English”、“introduce Uzbekistan culture”、“pass IELTS ,TOEFL and other tests”、“find a good job in the future”, etc,. Among these, the proportion of passing exams is 56%, while the proportion of improving the ability of English listening and speaking is 77%, which shows that most students hope to enhance their ability of English listening and speaking through English courses.

Second, does the current course content meet the learning needs of students? The research found that content needs are complex. Students' demand for English electronic materials is slightly higher than that of traditional paper media teaching materials. This shows that the content of English course needs to cater to the current trend of mass media, broaden student learning approaches, and provide diverse curriculum content materials. The analysis finds that students have higher needs on “hoping to set the course of diverse listening practice, oral class, translation and interpretation”, etc. Students’ needs on English electronic materials mainly include English broadcast, movies, and English learning website and so on. These electronic materials can make learning more relaxing, and they will be more interested in learning English.

Third, curriculum implementation mainly refers to putting the curriculum plan into practice, which is the basic way to achieve the course objectives. The research shows that students have different needs on teaching methods, teaching environment and class types. 63.5 % of students need “diversified teaching” compared to traditional teaching methods. Diversified teaching has more autonomy, flexibility and practicality, and it can stimulate students' interest in English learning. In the teaching environment, more than 55% of students want to participate in academic activities related to their majors such as English reports and English lectures, and they also want to take courses based on their interest and their majors. In addition, students hope university can set up English optional courses, English skills courses (68.5%), English literature courses (65.4%) and English academic courses (56.3%).

Fourth, course evaluation refers to examine students' knowledge and ability, and evaluates the rationality and effectiveness of the course, which is mainly divided into result evaluation (final evaluation) and process evaluation (formative evaluation). The survey shows that students value the evaluation and their needs are diversified. 65.8 % of students think that the evaluation should pay more attention on English practical ability, 52.2% of students think that the proportion of process evaluation should be increased.

III. The principles of setting university English curriculum

Through the review of the university English curriculum and the analysis of the needs analysis, we conclude that the curriculum is a very complex dynamic



circulation system, the needs of students' learning are complex, diverse and personalized, and these features can be reflected in the curriculum objectives, course implementation, course content and course evaluation. Students' specific needs for the courses are concluded as following: they hope that university English courses that are offered to them can improve their ability to speak and listen; the auxiliary practice materials of extracurricular English and online media English should be provided to them; curriculum implementation requires a variety of teaching activities; curriculum evaluation should be based on process evaluation, supplemented by summative evaluation. Based on the reality of university English teaching and the actual needs of students' English proficiency in the future, we believe that setting university English curriculum should observe the following principles.

First, the curriculum of university English must be based on the development of students' English proficiency. Language is a communication tool. The purpose of language learning is to cultivate students' ability to use this communication tool. With the rapid development of Uzbekistan economy in recent years and the increasing international exchanges, the society have put forward higher requirements for university English teaching, especially for students' English comprehensive ability. The focus of university English teaching is to cultivate and improve students' comprehensive practical ability"⁷. The teaching goal of college English should shift to paying attention to the cultivation of students' comprehensive English ability, especially the ability of listening and speaking. On the other hand, putting listening and speaking in an important position in English teaching does not mean weakening reading teaching. For non-English majors and graduates, they learn English mainly through reading. Therefore, it is necessary to study and improve English reading teaching. For example, we should consider gradually increasing the breadth and depth of English reading. At the same time, while emphasizing and strengthening students' ability to use English comprehensively, teachers should help students to lay a good foundation in language. Without a solid language foundation, it is impossible to have a real improvement in the ability of students to use English comprehensively.

Second, the teaching content should reflect the characteristics of majors. Although the texts of English textbooks contain various styles, they are limited. On the other hand, once the language is specifically applied in social life, the situation is very different. The English content and materials should be used in the actual curriculum. For a comprehensive university, it has many majors such as finance, economics, engineering, literature, law, and art, etc. After graduation, most of the students are engaged in corresponding professional work. Therefore, the English content of international academic exchange, management, finance, economics, literature, law, journalism and information technology should be designed in English textbooks and materials.



Third, teachers need to update their teaching concepts, innovate teaching methods, optimize the learning environment, and comprehensively develop students' comprehensive English skills. The important part of the implementation of the university English curriculum is the teaching method of teachers, updating the teaching concept and promoting professional development of teachers. For teachers, the most successful teaching is to stimulate students' learning interest, teach students relevant learning strategies, and develop students' self-learning ability. Therefore, teachers should arrange flexible and autonomous classroom activities to improve students' participation in the classroom. In addition, teachers should not abandon the traditional teaching method when they use various teaching methods. Teachers should choose effective teaching methods according to the curriculum and students' characteristics. Teachers should keep up with the situation of the times, make use of the advantages of traditional teaching methods, and use modern information technology to achieve the optimization of teaching. University English courses encourage and promote "self-learning" and "personalized learning" through the Internet. At the same time, teachers should also provide support, counseling and feedback on the necessary hidden courses to overcome the blindness and repetitiveness of English online learning courses. We can learn from the current international examples of successful MOOCs, encourage teachers to carry out micro-teaching and improve the efficiency of university English learning.

Fourth, combine classroom teaching with the second class learning. An important part of language learning is the application of language in a real communication environment. Any organized classroom instruction is difficult to provide adequate language use for all students⁶. Foreign language teaching should pay attention to both classroom teaching and extracurricular learning. Classroom teaching requires teachers to design the teaching process and adopt various teaching methods to enable students to actively participate in various language training activities. However, the time for classroom teaching is limited. For those language projects that require repeated training, it is necessary to conduct self-study outside the classroom. Therefore, we should vigorously strengthen the construction of the second classroom, give full play to the role of various media and student groups such as campus radio, TV station, video broadcasting, campus network, etc., create a strong atmosphere of foreign language learning, and strengthen the language practice of students to actually improve their language application ability.

Fifth, establish a scientific curriculum evaluation system, strengthen the promotion role of formative evaluation, and play a guiding role in summative evaluation to improve the efficiency of students' English learning. Scientific evaluation system is an important guarantee for achieving the objectives of the curriculum. The evaluation of English courses should be based on the objectives and requirements of the curriculum standards to implement effective monitoring of the whole process and results of the teaching, and promote the comprehensive



development of students' comprehensive language ability. Establish a comprehensive evaluation system for university English, realize the diversification of evaluation subjects and evaluation contents, diversify evaluation methods, and multiply evaluation functions, and give full play to the role of evaluation in teaching. We must continue to work according to this direction, and put forward practical and feasible plans. The course evaluation is an important part of the university English curriculum. A single evaluation method can no longer meet the needs of the times. The scientific evaluation method should meet the diversified requirements. Therefore, we have to deal with the relationship between summative evaluation and formative evaluation in practice, especially to strengthen the role of formative evaluation in teaching evaluation. Formative evaluation is a process and developmental evaluation in the teaching process, and its role is more obvious for teaching evaluation. At present, the formative evaluation methods commonly used in university English courses include student journals, growth portfolios, and group essays, etc. In short, the evaluation of English courses should pay attention to the development process of students' comprehensive language ability, as well as the effect of learning, we must pay attention to both the results and the process, so that the evaluation of the learning process and the learning outcomes can be harmonious. At the same time, the evaluation should also enable the school to keep abreast of the implementation of the curriculum standards, improve teaching management, and promote the continuous development and improvement of the English curriculum.

Conclusion. In short, the university English course is a public foundation course that has a great influence on the cultivation of foreign language talents. The curriculum objectives, content, implementation and evaluation are adjusted accordingly with the development of society and the requirements for talent training. Therefore, when setting up a university English course, we can't rule out all kinds of complicated realistic constraints and realistic factors, and consider the learners' main in a purely ideal state to meet all the diverse demands of students. We should view the relationship between university English curriculum and learner needs from a historical, scientific and dialectical viewpoint, not only considering national needs, social needs, but also considering professional needs and individual needs, which can improve the effectiveness of university English teaching reform, and we can cultivate international talents with humanistic spirit, scientific literacy, cross-cultural literacy and strong international competitiveness.